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ABSTRACT

This guide is designed to assist teachers, counselors, and faculty advisers responsible for assisting students at all educational levels in their career planning and development. Several activities are presented to help students explore career options and develop an awareness of and sensitivity to the changing world of work, including: (1) a "futures job bank;" (2) an analysis of leisure and work preferences: and (3) an examination of career trends in the past, present, and future. The goal, instructions, and possible outcomes are provided for each activity as well as a list of future trends data. (HLM)

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STUDENT SENSITIZATION TO CAREERS OF THE FUTURE

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Statement

It has been made obvious that with the transition of society in the past few decades, from an industrial society to a post-industrial society, that jobs reflecting the needs of society have radically changed. In some cases jobs have dissipated as quickly as they were initiated. Many jobs have been transformed from low level blue collar to highly technological well-paying positions in industry. Also, many "professional" jobs are requiring retraining programs.

The instability of the economy, population growth, and the transiency of many citizens also alter the overall job market scenario regularly. It is most difficult for one person to keep informed of the many changes taking place in the job market, but it is not impossible to be aware of trends in the job market.

This awareness can begin in elementary and secondary institutions, as well as in colleges. When students are studying or exploring the diverse possibilities for a future society, they should be sensitized to the needs of that society in terms of services, technology, environments, communications, and who will provide what and how.

Problem

The awareness of careers of the future and the change that individuals as well as society will experience, seems to be an elementary task. Unfortunately this "awareness" or "sensitization" is replaced by the more immediate goal of job placement. Career counselors, Distributive Education teachers, Cooperative Education teachers, and the like are asked to measure their success by counting the number of immediate placements of students into jobs. This objective oftentimes interferes with the prospect of long-range career planning, or sensitization to the changing society and job market.

The former student, now employee, is confronted with job obsolescence, need for retraining, layoffs due to a changing economy, or changes in societal needs effecting his job, and is not prepared for change or growth. Some may be in professions or have the personality that permits adaptability. Planning and preparation for the future is left to chance.

Solution

Planning for careers of the future does not have to be left to chance. Teachers and counselors can take on the responsibility of sensitizing students to the changing world of work. This awareness and planning can become a "Future Insurance".

Lane Jennings has discussed the prospect of multiplicity and flexibility as becoming an intergral part of one's "insurance". More importantly, developing individual awareness to the problem can be termed the first "premium" in this insurance plan.

This can be accomplished by simple tasks and assignments by the teacher or counselor.

Tasks

I Futures Job BanK (J. Sobecki) (individual/or group)

The student should read at least three articles pertaining to the changing job market, change in social needs, new technologies, career trends, and even local events effecting the working world. (e.g. new mall openings, industrial plant closings, construction of a new condominium village)

From each article the student should extract some statements, comments, facts, or even interpretations representing trends and changes in the world of work.

These statements, comments, and interpretations can then be compiled into a Futures Job Bank. This bank can consist of trends, societal and industrial changes, and specific careers of the future. Students can then refer to this bank when exploring immediate or future career plans.

II Leisure/Work (J. Sobecki) (individual/or group)

The student should list personal hobbies, interests, and activities that are not directly related to academic school work or present career goals.

From this list the student should identify those activities or interests that will probably be maintained throughout his life, and explain why.

The student can then discuss why or why not these other interests will not be directly related to career goals. Finally, the student can discuss how these interests can be related to career goals and possibly become interchangeable with present career plans.

(e.g. Lane Jennings mentions in his "Future Insurance" plan that hobbies or activities can become the "primary" career. This versatility can give one a "strong career edge".)

A discussion of the need for leisure should also be explored here since many jobs are now giving people more free time.

III Job Encounters of the Third Kind (W. Heise) (individual/or group)
(see addendum)

This exercise incorporates a unique sensitization to careers of the past, present, and future.

IV Future Studies (A Recommendation)

When an instructor is teaching a "futures" oriented course or section in a course, (in elementary, secondary, technical school, or college), the subject of "careers of the future" can be addressed. Previous stated exercises, assignments from texts, or other creative tasks can be utilized in sensitizing the student.

Planning

The creative and constructive career plan will include "exploration" and "flexibility".

The process of exploring career options can be exciting and educational. Awareness of the present job market and future career trends can give the student a strong basis for designing a career plan.

This plan should include flexibility. One cannot be expected to always accurately predict the future, but we can prepare for change and growth. If we are not prepared for growth or adaptable to change there will be no future.

JOB ENCOUNTERS OF THE THIRD KIND

- A Look into the Future -

GOAL - To learn how to recognize trends that effect the future of work, and to identify emerging occupations.

I. Brainstorming Activity:

Identify and list occupations that existed when your parents/grandparents were in school that don't exist today.

Identify and list occupations that did not exist when your parents/grandparents were in school that exist today.

- "An occupation may not exist forever."
- New occupations are emerging all the time.

II. The Encounter: A Fantasy Trip

Write/discuss an account of a typical day in the future.

(Resources: 2001: A Space Odyssy, Star Wars, Battle Star Galactica, Space 1999, Star Trek, Buck Rogers in the 25th Century, 1984, Brave New World, etc.)

Topics

1. Life Style, (e.g. leisure, work, family, home)
2. Types of services you would expect
3. Kinds of problems you would encounter

A. Discuss your "typical day" with others. Discuss the probabilities that the "typical day" reports will actually take place.

B. Based on this Encounter, generate a list of technologies, energy sources, food supplies, shelter types, etc. and

C. From this list, now create a list of occupations that would meet the needs of the future.

1. Do any of these occupations exist now?
2. Will you or your children be here when these occupations develop?
3. What kind of training will you need?
4. Will values concerning work have to change? Why? Why not?

(The original activity was designed by William Heise of Michigan, and modified by Jon F. Sobecki.)

FUTURE TRENDS DATA BANK *

"Flexitime" - Workers scheduling own time

Apprentices in skilled trades will earn an Associate Degree

Union leaders will have degrees in labor

Factory work will be organized "Horizontally" - employers making joint decisions.

Teaching via electronic media

Life-long learning - multiple careers

Mass/rapid transit

Education for energy conservation - uses - sources

Energy enforcers to punish those who use too much energy

The earth at peace and communication enhanced

New ways to produce enough food to feed the world

Cities encased in a "Biomprphic Biosphere Megastructure"

Flying cars, people movers, inflatable trucks

PLATO - Programmed Logic for Automated Teaching Operation

A primary food source will be ocean grown

Both parents working - shared jobs

Four day - three day workweek

Time off the job for attending school

Video phones

Greater use of solar energy

Growth in psychological research

Trained phone operaters handling crisis - empathy training

Mass transit via vacuum tubes - 6000 miles per hour

Space stations

Government funds to research new energy sources

Present homes being converged to solar energy systems

*The above data is based on reports by one section of students in Human Development 110, Strategies in Life Work Planning.

FUTURE DATA

Economy will expand 3 precent a year from now to 2000

Senior citizens will have increasing political clout

Women will make up no less than 46 percent of U.S. workforce

Commercial and household robots will be available by 1990

Capabilities of telephones will be revolutionary

30-hour work week will be widespread

Drastic changes will occur in psychiatry; drugs and group therapy will be used more

News will move via electronics

Automobiles will be made of plastics and other synthetics

Severe energy crisis

Sharp contest for jobs. Underutilization of workers will be most common problem

Sunbelt boom

Computers and electronics will attain more dominance in business, medicine, professions, travel, homes

Postal system may disappear

Inflation will average 6 percent a year

$10 minimum wage by 2000

Consumer movement will acquire more prominence

Military draft will return

Life expectancy of 185 by 2180

Nursing homes expected to dwindle. Home health care will increase

Formal marriage will decrease/ more people will treasure solitude

Downhold on childbearing. Hence, increased teacher layoffs

More small homes, row houses and apartments

Space shuttles in operation by 1980; already 8000 application have been received from people wanting to serve as shuttlenauts

Solar-power satellites in space
Space Towns
Sources: The U.S. News Washington Letter, December 22, 1977; USS Interface